

INDIANA  
**WORKFORCE**  
DEVELOPMENT

# ***TOMORROW'S MANUFACTURING WORKFORCE***

**ACTING LOCALLY TO COMPETE GLOBALLY**



**Advanced Manufacturing –  
Skill Training and Image & Awareness Campaign**

**Request for Proposals  
Strategic Skills Initiative**





## BACKGROUND:

Governor Daniels' developed the Strategic Skills Initiative (SSI) to address Indiana's critical job shortages and to increase opportunities and wages for Hoosier workers. SSI is a comprehensive \$23 million initiative launched in June 2005 to identify skill and occupational shortages in high-wage industries, determine the root causes of shortages, and design and implement competitively funded solutions to address the shortages.

Based on analysis conducted by each region and their subsequent proposals, in 2006, the Indiana Department of Workforce Development (IDWD) invested more than \$14 million throughout the state for the initiative. Shortages in manufacturing occupations were identified in 10 of the 11 economic growth regions in the state. As such, over \$6.3 million of the SSI investment is targeted toward regional solutions in advanced manufacturing.

Through the SSI process, it became evident that manufacturing occupational shortages are a large and common problem in the state. Thus, IDWD created a Manufacturing State Action Team to develop statewide solutions for the industry. Team members include representatives from manufacturing companies, higher education institutions, community associations, and workforce development. The team identified Image and Awareness and Education and Training as the two primary root causes associated with the manufacturing occupational shortages.

SSI will ensure that Hoosiers have access to high skill, high wage jobs for the future.

## GOAL:

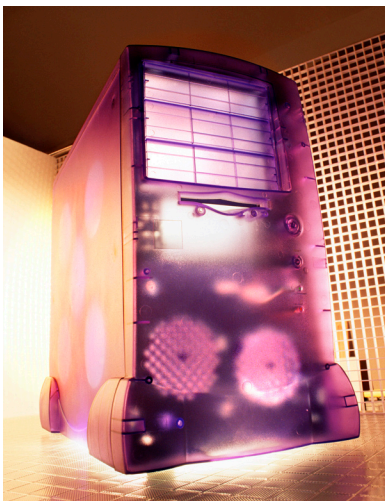
IDWD, in partnership with the **Indiana Manufacturers Association**, solicits proposals aimed at addressing global issues around 21st century manufacturing and its disconnect with today's emerging and incumbent workforce as it relates to the image of necessary skill levels and opportunity for advancement. The primary focus of these solutions are two fold; raise the skill levels of individuals and widely promote opportunities for careers, in an effort to develop a robust pipeline in the manufacturing sector.

## STRATEGY:

The solutions within this initiative must include a strategy which meets a dual purpose, a promotional component and an education / training component.

Promotion (Image & Awareness): Organize and implement a promotional campaign which focuses upon making emerging and young incumbent workers aware of and interested in pursuing opportunities within the manufacturing industry. The campaign should also help to combat negative misperceptions about the industry.

The state has selected the "Dream It. Do It." program, created by the National Association of Manufacturers, as the umbrella manufacturing careers promotional campaign. As such, the state will provide coordination efforts in regards to this campaign which will allow a common theme to emerge within the state. All solutions within this initiative are expected to adopt this campaign and the regional boards are expected to be the creators and implementers of a regionally based strategy for promotion and career awareness within the region. This requires that each solution discuss the capabilities and resources for organizing and implementing the common theme framework established by the "Dream It. Do It." campaign.



The state encourages regions and their partners to take advantage of the opportunity presented within the “Dream It. Do It. Manufacturing Careers Campaign.” program. The **National Association of Manufacturers and The Manufacturing Institute** has had significant positive impact within their pilot programs throughout the country and they are very committed to helping Indiana’s manufacturing industry with one of their first statewide programs. “Dream It. Do It.” is a multi-media and multi-activity based approach to broaden awareness about careers in manufacturing, a campaign designed to redefine the image of manufacturing, and a way to showcase the industry’s wide range of opportunities. With their strategy, materials, tool kit, and consultant assistance, the “Dream It. Do It.” program is designed perfectly for industry to “plug into” and see impact within their own communities.

**Education & Training:** Develop new programs and enhance currently existing programs to prepare individuals who have interest, resulting from the promotional campaign, in the manufacturing industry. This includes development of exploratory and immersion programs about the industry which are directly associated with the promotion. It further includes improvement and expansion of educational programs (secondary & post-secondary) which will develop the skill sets of students to meet the increased requirements in 21st century manufacturing jobs.

There are three components which are part of the education & training strategy: **FILL** the current manufacturing education system, **IMPROVE** the quality of the current manufacturing education system, and **EXPAND** the system to include underemployed transitional workers.

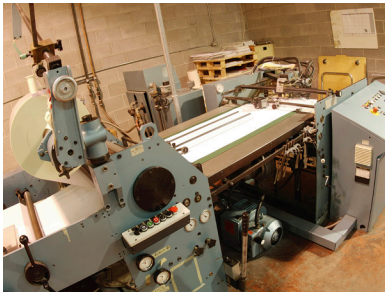
**Industry Involvement:** Beyond the operational components mentioned above, the success of any proposal within this initiative will require close and active involvement of industry partners. This involvement is displayed by input on the promotion strategy and activity in implementing that strategy. It is likely that industry participants could host plant tours or student “boot camps”, or provide assistance on classroom curriculum or lessons.

Industry involvement is also displayed by contribution of resources, whether that be funds, equipment, time, or supply donations. The anticipated amount of this type of involvement is high, as the large match requirement shows. The state believes that industry partners will benefit significantly from this program and expects that by having a “voice” in the strategy and implementation, partners will also be willing to contribute resources.

### **STRATEGY AUDIENCE:**

As a result of the promotional activities of a solution, the state expects two distinct audiences will be interested in the educational and training options. The audiences are 1) emerging workers currently in either the secondary or post-secondary education system or 2) young transitional workers who are either unemployed, employed in low skill jobs, or employed but seeking transition from their current industry. While the state expects similar outcomes for both audiences, the strategy used for education and training of these two audiences may differ. As such, each solution must state if it will target one audience or both audiences.





Furthermore, if a solution plans on addressing the young transitional worker audience, it must include within its strategy the use of Career Advancement Accounts. Career Advancement Accounts: In support of the IDWD mission to provide all Hoosiers with multiple opportunities and support to perpetually raise educational and skill attainment levels proposals should include Career Advancement Accounts. Career Advancement Accounts further education and training by linking Indiana's workforce, economic development, and education strategies by targeting incumbent and dislocated workers in the low to mid-skill range and linking them to specific manufacturing skill gaps and industries.

### **OBJECTIVES:**

The broad objectives of this initiative are recruitment, assessment, enrollment, completion, and placement in shortage occupations. For the long term statewide perspective, the objective of this strategy is to increase the number of placements within shortage occupations and increase enrollments in post-secondary education programs. Improvement for these objectives will be measured over the life of the program and beyond.

However, for the term of this grant, solutions are expected to focus on improved performance for the following metrics:

### **FILL ENROLLMENTS: Increase enrollments and course offerings within manufacturing programs in both secondary and post-secondary levels.**

- Solutions will have to supply information about the current amount of enrollments and course offerings within its region. The state desires an increase in this metric of 25% by the 2009-10 school year.

### **IMPROVE QUALITY – MSSC CERTIFICATION: Increase the number of annual manufacturing program graduates who have an MSSC Certification.**

- The state recognizes not many programs currently have this certification and as such the majority of time within the grant will be used integrating the certification into curriculums. However, the state desires that by the end of the 2009-10 school year, 30% of graduates from both secondary and post secondary manufacturing programs have the certification.

### **EXPAND OPPORTUNITIES: Increase the number of people within the region who have received a career advancement account for enrollment in a manufacturing program.**

- The state desires that each awarded region enroll at least 100 people with career advancement accounts into manufacturing programs.

Solution proposals also have the option of tracking additional "indirect" metrics to show the performance and impact of their program. The state encourages proposals to include these supplemental metrics and while reporting of any selected supplemental metrics will be required, a program will only be evaluated based upon the three indicators listed above. Below are some suggestions for supplemental metrics however, the proposal can include metrics which are not on this list.





## FILL

- # of tours established at manufacturing facilities, annually
- # of people who have toured manufacturing facilities, annually
- # of manufacturing boot camps in existence and # of participants
- # of FIRST Robotics programs
- # of hits on the Indiana Dream It Do It website from the region
- # of students enrolled in PLTW or other advanced manufacturing courses
- # of enrollees based on promotional activities (i.e. entry surveys)
- Time it takes, on average, for employers to fill positions

## IMPROVE

- # of PLTW CIM (Integrated Manufacturing simulation) courses being offered
- Increased # of dual credits received in manufacturing related courses
- # of graduates with Indiana's Core 40 with Technical Honors diplomas

## EXPAND

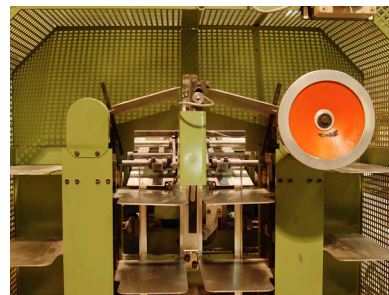
- # of "flex" or "fast-track" programs in existence for transition workers
- # of dual credit and early college programs for high school students
- # of apprenticeship, co-op, and internship opportunities for students
- Amount of awareness based on using Dream It. Do It. "attitude benchmarking" tool

## GUIDELINES:

Applicants must be Regional Workforce Boards. This is a competitive grant award process. Thus, not all regions will be funded and applications may not be funded at the level requested. Determination of awards will be based on complexity, thoroughness, and application of funds demonstrated by each proposal. DWD possess final approval authority on all grant awards.

Up to \$500,000, the per award cap, will be made available for development, implementation, and sustainability of innovative training and education programs in the advanced manufacturing sector. Due to the nature of the grant funding, only up to 10% of the award can go to the Promotion (Image & Awareness) campaign. Additionally, administration costs shall not total more than 15% of the grant award. Proposals with lower admin costs will be viewed more favorably. This is a two year grant period and progress will be evaluated at the end of each year.

Since each solution must have a dual component strategy and since the available funding must be used primarily for the education and training, a significant match amount must be obtained by regions to fund the promotion component. Thus regions must provide a 75% or greater match for the life of the program. The match can be either "hard" (monetary donations) or "soft" (in-kind donations) however a





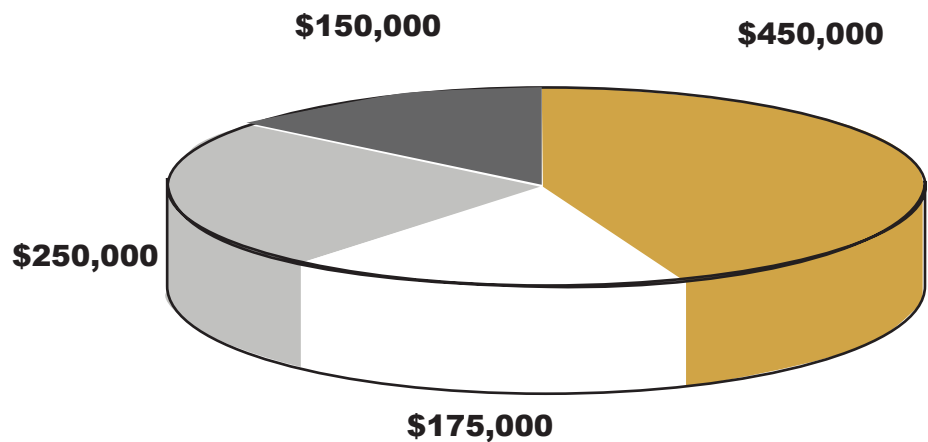
minimum of 25% of the total award must be in “hard” match. The proposal must identify the sources of the match and how funds will be secured.

The state encourages proposals with creative types of soft matches as they are an effective way of generating connection amongst industry, education, students, and the community. As such, some ideas of soft matches to consider include:

- Plant tours and manufacturing “boot camps” organized and managed by local employers or industry partners
- Donation of equipment and corresponding services to educational facilities
- Use of cross-course classroom projects by which students in “media” courses create marketing messages for manufacturing

The regional impact of a maximum award will be \$1,025,000, made up of \$500,000 grant award, \$150,000 minimum state funded Career Advancement Account, and \$375,000 of match funds or resources. The funding for activities is as follows:

- \$450,000 for education and training (90% of award)
- \$175,000 for promotion (10% of award + 25% hard match)
- \$250,000 of soft match for promotion or education & training (50% soft match)



- \$150,000 for Career Advancement Accounts, minimum, based on # of enrollees
- NOTE: Additional match beyond the guidelines would increase these amounts

Grantees will focus on those occupations outlined in Appendix A – Targeted Shortage Occupations table or occupations identified by the region through subsequent SSI research, with respect to developing relevant solutions. Grantees need not select all occupations as the final awards, much like the Strategic Skills Initiative (SSI), will be competitively granted. Quality of solutions will be seen as more desirable than quantity of solutions. Regions should review the research completed during the first year of the Strategic Skills Initiative.

**Career Advancement Accounts (CAA):** must support in-demand, advanced manufacturing occupations as outlined in Appendix A. Accounts must be targeted towards adult incumbent, low to mid-wage workers and



workers who are dislocated. Participants must have a high school diploma or GED and be “job-ready” in order to qualify. All training must result in a portable, industry-recognized credential: a degree, professional certification, or licensure. The credential should transfer across an industry regardless of specific employer. Employer specific training is disallowed as this training does not necessarily equate to an industry recognized credential. Regions will be asked to identify occupations and propose the number of projected awards with workers being eligible for accounts of \$1,500 to \$3,000 per year. Funds shall be used to provide tuition, books, and fees. CAA projects must incorporate both common measures and Indiana measures, and must be case managed, tracked and reported through Track One, the new case management system. CAA recipients cannot be eligible for Workforce Investment Act (WIA) funds or Trade Adjustment Assistance (TAA). CAA programs should be regionally driven and designed to meet the workforce needs of the local and regional economy.

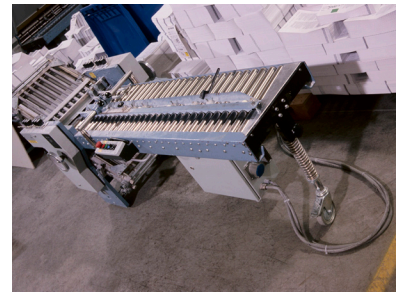
**Description of Solutions:** Each solution must include a description of activities for both components of the initiative, promotion and education / training. Proposal must also include a strategy for how the components within each activity are aligned (e.g.. the promotion causes people to be interested in manufacturing, who do these people contact and how does the education and training system accommodate them).

#### **Promotion (Image & Awareness) component:**

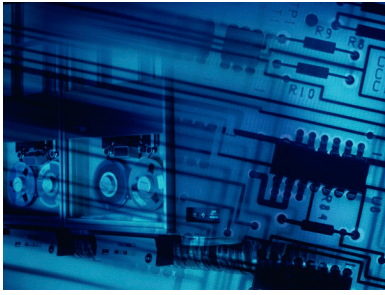
- The state expects commentary on the process, and the team to run the process, which will be used by the region to develop the promotion details. While the “Dream It. Do It.” campaign provides many tools and guidance, most of the promotion decisions are required to be made at the local level.
- The state understands that the details of the promotional campaign will be developed as part of the award and thus does not expect explanation of specifics for promotion.
- Those regions which show the best ability to make impact via their promotion strategy (whether through more available funds / additional match, creative methods of promotion, or other mechanisms) will be viewed favorably.
- Additional favorability will be given to those regions which discuss broadly their ideas for how to handle people who become interested in manufacturing based on the promotion, i.e. the “catch & direct” strategy. Effectiveness of “catch & direct” will dramatically influence the return on investment of promotional activities.
- For additional information on “Dream It. Do It.” refer to the website at [www.dreamit-doit.com](http://www.dreamit-doit.com).

#### **Education & Training component:**

- The state expects that regions will have better initial knowledge regarding the needs for education & training capacity and as such we expect the proposal to include more specifics about activities in this component.
- The proposal needs to include data or information about the current status of education and training capacity within the region (how many programs exist, what are the enrollments, what occupations are served, etc.)







- From there the proposal should outline ideas for improving the education & training capacity based upon data of capacity and data of demand.
- It is suggested that regions leverage the research conducted during the first year of the SSI initiative.
- Usage of Career Advancement Accounts should be discussed in this section.

### **Sustainability Component:**

- While this is a two year grant award, the state expects that benefits for this initiative will have an impact far into the future. Thus, each proposal solution must include commentary on the potential for long term sustainability of the program.
- Realizing that funding will not be available after two years, sustainability of the entire program is not expected, but proposals which include sustained operations of some components of the program will be viewed favorably.
- Especially important for sustainability will be industry partnerships and parts of the promotional campaign.

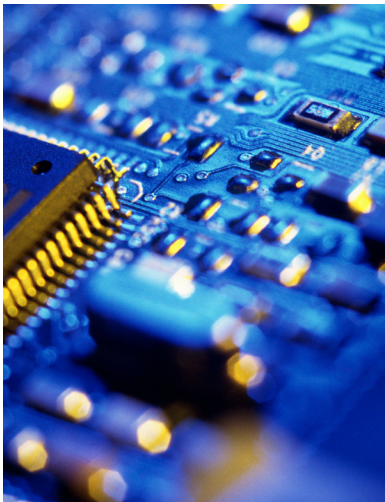
**Action Plan:** Proposals must provide an action plan for implementing the solutions. The plan should describe (i) Who will do what; (ii) Results expected from the action; (iii) How existing regional resources in the public and private sectors will be reallocated and/or leveraged to carry out the planned activities. The action plan describes what organizations will be responsible for what activities in implementing the strategies and when these activities will be started and completed. The action plan also describes the expected results from the activities and their contributions toward accomplishing the objectives of the initiative. The plan clearly specifies the dollar amount of funds (including in-kind) provided by employers and industry organization.

**Partnerships:** Proposals must show the participation of outside partners, especially industry representatives. The report must demonstrate the level of involvement of partners. Report should document full engagement of representatives from manufacturing companies, high schools, career centers, post-secondary institutions, training providers, WorkOne centers, etc.

**Timeline:** Proposals should contain an implementation and execution timeline that illustrates (i) Important dates for implementation; (ii) Responsible parties; and (iii) Resource allocation.

**Reporting and Tracking:** Throughout the implementation process, it will be important for consortia to track their progress as monetary efficiency and overall solution effectiveness will be reviewed to analyze the success of the initiative. Regions are required to submit quarterly reports during the first year of the grant and semi-annual reports in the second year of the grant.

Proposals should include a cover sheet, table of contents, executive summary, description of solutions, action plan, timeline, statements of work, and budget details. Proposals should be thorough and detailed yet concise and not exceed 20 pages. Proposals will be reviewed according to description of solutions, action plan including results, partner engagement, and sustainability measures. Refer to Appendix B – Grading Scorecard for additional detail. In addition, regions may be required to give a presentation on their proposal to the review team.





# Timeline:

## 2007

- January 19, 2007**  
-RFP Release
- February 28, 2007**  
-Proposal Deadline
- From receipt of proposal through March 23, 2007**  
-Proposal Review Period
- March 30, 2007**  
-Press Release and Funding Announcements
- August 31, 2007**  
-Quarterly Report 1 (May - July 2007)
- November 30, 2007**  
-Quarterly Report 2 (August - October 2007)
- February 28, 2008**  
-Quarterly Report 3 (November 2007 - January 2008)

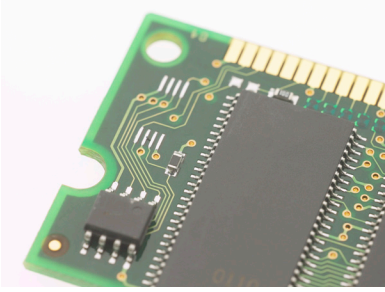


- March, 2008**  
-Continuation Review
- April, 2008**  
-Year 2 Grant Dollars Awarded
- August 31, 2008**  
-Semi Annual Report 4 (February 2008 – July 2008)
- February 28, 2009**  
-Semi Annual Report 5 (August 2008 – January 2009)
- August 31, 2009**  
-Semi Annual Report 6 (February 2009 – July 2009)
- February 28, 2010**  
-Semi Annual Report 7 (August 2009 – January 2010)
- June 30, 2010**  
-Program Results and Findings Report (Through June 2010)

## 2010



## Appendix A – Targeted Shortage Occupations



### DWD's targeted areas for solution development:

Based on data from DWD's Strategic Skills Initiative, in conjunction, with the agency's short-term projections team, the following table displays the anticipated shortages for the short-term. Consider the following occupations as well as additional manufacturing shortages identified for your region when developing this action plan.

- **Computer Controlled Machine Tool Operators, Metal and Plastic**
- **1st Line Supervisors (Transportation or Production)**
- **Machinists**
- **Industrial Engineers**
- **Electrical and Electronic Engineering Technicians**
- **Industrial Machinery Mechanics**
- **Maintenance Workers, Machinery**
- **Maintenance and Repair Workers, General**
- **Mechanical Engineering Technicians**
- **Industrial Engineering Technicians**
- **Tool and Die Makers**
- **Team Assemblers**
- **Welders, Cutters, Solderers & Brazers**
- **Inspectors, Testers, Sorters, Samplers, Weighers**





## Appendix B – Grading Scorecard

### Metrics

Clear description of metric targeted in proposal	(1-10) _____	
Statistics on current and predicted future enrollments	Yes _____	No _____
Estimate of future percentage of MSSC and likelihood of attaining	Yes _____	No _____
Usage of Career Advancement Accounts	Yes _____	No _____
Inclusion and measurement of other indirect metrics	Yes _____	No _____

### Description of Solutions:

Clear description of each solution	(1-10) _____	
Evidence solutions have potential to address short and long-term shortages	(1-10) _____	
Evidence of research on current capacity of education and training	Yes _____	No _____
Estimates of the contribution to shortages	Yes _____	No _____

### Action Plan:

Includes “Who will do what”	Yes _____	No _____
Includes expected results and outcomes	(1-10) _____	
Describes plan to reallocate/leverage existing public and private resources	Yes _____	No _____

### Funding Request:

Detailed listing of funds required to implement solutions	(1-10) _____	
Justification and appropriateness of funds	Yes _____	No _____
Match amounts for hard and soft match	(1-10) _____	
Identifies sources of match and how funds will be secured	Yes _____	No _____
Distinguishes between one-time funds and recurring funds	Yes _____	No _____

### Timeline:

Includes important implementation dates and lists responsible parties	(1-10) _____	
Describes resource/funding allocation	Yes _____	No _____
Promotional activities will impact school year 08-09	Yes _____	No _____

### Regional Coalition, Industry Partner, & Outside Agency Engagement:

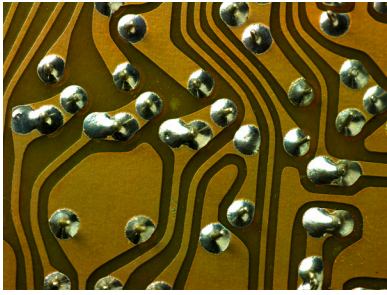
Development of solutions was truly regional	(1-10) _____	
Industry partners were involved in entire process	Yes _____	No _____
Industry partners endorse project	Yes _____	No _____
Describes outside community groups involvement in the entire process (high schools, career centers, post-secondary institutions, training providers, WorkOne centers, etc)	Yes _____	No _____
Discusses involvement of industries and agencies in implementation	(1-10) _____	

### Sustainability Measures:

Description of ongoing effort to sustain programs	(1-10) _____	
Includes plan for evaluation of current programs	Yes _____	No _____
Includes plan to evaluate shortage occupations	Yes _____	No _____
Includes plans for continued promotion	Yes _____	No _____
Includes plans for continuing partnerships	Yes _____	No _____

### Oral Presentation:

Shows involvement and participation of partners	(1-10) _____	
Shows alignment of components (promotion, education, training, CAA)	Yes _____	No _____
Shows logical ability to meet metrics	Yes _____	No _____



## **Appendix C – SSI FUNDING STREAMS:**

### **DWD Administrative Costs (5%)**

Administrative Funds reserved to support 10% projects up to 10% per optional activity award. State Administrative funds can be used for any allowable WIA adult, dislocated worker, and/or youth activity

### **State Skills 2016 Training Funds (TAG)**

#5 To avoid potential payment of unemployment compensation by providing workers with advanced job skills

### **Workforce Development Funds (Block Grant)**

Agency consolidated several small programs rolled into one.

To provide comprehensive job training & related services for economically disadvantaged, unemployed, & underemployed individuals, including recruitment, counseling, remedial education, vocational training, job development, job placement, & other appropriate services to enable each individual to secure & retain employment at the individual's maximum capacity.

### **Career Advancement Accounts**

Career Advancement Accounts further education and training by linking Indiana's workforce, economic development, and education strategies by targeting incumbent and dislocated workers in the low to mid-skill range and linking them to specific manufacturing skill gaps and industries.

### **Federal Perkins State Programs & Leaderships Funds.**

